



Literacy

GRADE 5 LITERACY IN ENGLISH LANGUAGE ARTS: SHOULD THE SCHOOL DAY BE LONGER?

UNIT OVERVIEW

This packet contains a curriculum-embedded Common Core-aligned task and instructional supports. The task is embedded in a four-week unit on opinion writing that will culminate in students independently writing an essay based on texts they have read in class.

TASK DETAILS

Task Name: Should the School Day Be Longer?

Grade: 5

Subject: English Language Arts

Depth of Knowledge: 3

Task Description: The students will use information from at least two or three newspaper articles on extending the school day, select a point of view, and write an opinion piece supporting their argument. Their goal is to persuade the reader to agree with their argument.

Standards Assessed:

RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a concluding statement or section related to the opinion presented.

Materials Needed

The New York Times Opinion Pages: <http://www.nytimes.com>

- "Help for Parents and Society" by Geoffrey Canada
<http://www.nytimes.com/roomfordebate/2011/09/26/should-the-school-day-be-longer/help-for-parents-and-society>
- "Naps, Recess and the Arts" by Annie Murphy Paul
<http://www.nytimes.com/roomfordebate/2011/09/26/should-the-school-day-be-longer/bring-naps-recess-and-the-arts-back-to-school>
- "Let Teachers Teach" by Vern Williams <http://www.nytimes.com/roomfordebate/2011/09/26/should-the-school-day-be-longer/let-teachers-teach>

4. "Let Students Sleep" by Mary A. Carskadon <http://www.nytimes.com/roomfordebate/2011/09/26/should-the-school-day-be-longer/let-students-sleep>
5. "For Us, More Time is Critical" by Richard Barth <http://www.nytimes.com/roomfordebate/2011/09/26/should-the-school-day-be-longer/for-us-more-time-is-critical>

The Washington Post: <http://www.washingtonpost.com>

6. "What New Research on Extended School Day Says" by Valerie Strauss
http://www.washingtonpost.com/blogs/answer-sheet/post/what-new-research-on-extended-school-day-says/2012/04/18/gIQAnmV3RT_blog.html

The Chicago Tribune: <http://www.chicagotribune.com>

7. "Longer School Day May Be Too Much for Some Children, Parents Say" by Noreen S. Ahmed-Ullah
http://articles.chicagotribune.com/2012-01-24/news/ct-met-cps-length-of-day-20120118_1_parents-question-2-hour-school-instructional-time

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GRADE 5 LITERACY IN ENGLISH LANGUAGE ARTS: SHOULD THE SCHOOL DAY BE LONGER?

PERFORMANCE TASK

Opinion Writing Performance Task

TOPIC:

Should the school day be extended?

TASK:

Using the information from the provided newspaper articles, select a point of view and write an essay supporting your opinion. Your goal is to persuade the reader to agree with your opinion, using convincing evidence from the articles. Use the note-taking graphic organizers to gather and organize facts and quotes for and against your point of view from two or three articles. You will use the writing process (revise and edit without peer or teacher support) to complete your work.

In your opinion piece be sure to:

- Introduce the topic and state your opinion clearly.
- Give reasons that are supported by facts and details.
- Quote from at least two or three articles to support your opinion.
- Provide a conclusion related to your opinion.
- Organize your information clearly.
- Use appropriate vocabulary.



GRADE 5 LITERACY IN ENGLISH LANGUAGE ARTS: SHOULD THE SCHOOL DAY BE LONGER?

RUBRIC

The following rubric assesses student performance on the culminating opinion writing task. It has been aligned to Common Core standards RI.5.9 and W.5.1.

Opinion Writing Performance Task Rubric

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
OPINION WRITING W.5.1	<p>Limited information on topic</p> <p>Does not state opinion</p> <p>Includes little to no facts for focus</p> <p>Disjointed ideas</p> <p>Organization not well planned</p>	<p>Lacks topic sentence</p> <p>Opinion is not evident</p> <p>Supporting sentences are unclear</p> <p>Includes simple supporting details that follow a logical order</p> <p>Lacks transition words</p>	<p>Paper introduces a topic or text clearly, which states an opinion</p> <p>Paper includes relevant and supporting sentences</p> <p>Organizational structure supports the writer's purpose</p> <p>Provides logically ordered reasons that are supported by facts and details</p> <p>Links opinion and reasons using words, phrases, and clauses, such as <i>consequently</i> and <i>specifically</i></p> <p>Provides a concluding statement or section that is related to the opinion</p>	<p>Meets all expectations set forth in (3)</p> <p>Presents and then refutes opposing point of view</p> <p>Reasons are ordered from least to most compelling</p>
READING RI.5.9	<p>Fails to integrate information from several texts; only uses one source</p>	<p>Minimally integrates information from several sources and/or may integrate information with inaccuracies</p>	<p>Integrates explicit information from several sources to write about the topic knowledgeably</p>	<p>Able to integrate information from several sources and integrates both implicit and explicit information to write about the topic knowledgeably</p>



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ANNOTATED STUDENT WORK

This section contains annotated student work at a range of score points and suggested next steps for students. The student work shows examples of student understandings and misunderstandings of the task.

Annotated Student Work

Student A – Level 3

Should the School Day be Extended?

Lately, there has been on question on everyone's mind: "Should the school day be extended?" In my opinion no, the school day should not be extended. With additional time added on to the school day students become exhausted and form a hatred against school.

Comment [1]: Clearly introduces topic and states opinion. W.5.1a

In the artical "Longer School Day May Be Too Much For Some Children" it states that parents are worried about how a longer school day is affecting their children. Parents like Chris Gladfelter and Jessica Peterson both agree that because of the longer school day their children are exhausted and low on energy. "She's tired and unfocused where she was once eager to learn", claims Chris Gladfelter of his second-grade daughter. "He's physically exhausted when he gets off the bus", Jessica Peterson complains about her first grade son. Not only is it unfair to the parents that they can no longer see their children with energy it is also unfair to the students who are dragging themselves around without energy. Some students also endure in long car rides home from school everyday, leaving them with barely enough time to complete their homework, eat dinner or take a shower. A longer school day has been making lives much more complex.

Comment [2]: Uses source and direct quotes. RI.5.9

One of the few reasons why people want a longer school day is because they are promised a better education for their children. However, what they don't know is that the additional time may not be spent on a real academic content, as stated in the artical "Let Teachers Teach." Another statement that Vern Williams makes in the artical 'Let Teachers Teach' is that he fears that if the school day is extended without real input from both core subjects and elective teachers the extra time will be used for nothing more than a modified recess and an unstrucltered study hall. So, even if a longer school day does occur will the extra time be put towards a better education or a longer recess?

Comment [3]: Transition words supported by facts and details W.5.1d

Comment [4]: Uses source and direct quotes. RI.5.9

In the artical 'What New Research on Extended School Days Says' the Government Accountability Office (GAO) surveyed states about their experience with the School Improvement Grant (SIG) program. Twenty-six states said that they didn't think they would be able to sustain the program. SIG schools find the plan expensive, challenging and something that may not be sustainable. Some people think that instead of extending the school day, afterschool and summer programs are another good learning oppurtunity for kids.

Comment [5]: Uses source and direct quotes. RI.5.9

In conclusion the school day should not be extended because it's a complex and a money consuming plan.

Comment [6]: Organizational structure in which ideas are logically grouped to support writer's purpose. W.5.1a

Comment [7]: Transition words. W.5.1d

Comment [8]: Provides a concluding statement summing up the essay and restating the opinion. W.5.1d

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
OPINION WRITING W.5.1	Limited information on topic Does not state opinion Includes little to no facts for focus Disjointed ideas Organization not well planned	Lacks topic sentence Opinion is not evident Supporting sentences are unclear Includes simple supporting details that follow a logical order Lacks transition words	Paper introduces a topic or text clearly, which states an opinion Paper includes relevant and supporting sentences Organizational structure supports the writer's purpose Provides logically ordered reasons that are supported by facts and details Links opinion and reasons using words, phrases, and clauses Provides a concluding statement or section that is related to the opinion (3)	Meets all expectations set forth in (3) Presents and then refutes opposing point of view Reasons are ordered from least to most compelling Concluding section supports and builds upon the claim
READING RI.5.9	Fails to integrate information from several texts; only uses one source	Minimally integrates information from several sources and/or may integrate information with inaccuracies	Integrates explicit information from several sources to write about the topic knowledgeably	Able to integrate information from several sources and integrates both implicit and explicit information to write about the topic knowledgeably

Evidence/Next Steps – The opening statement (“students become exhausted and form a hatred against school”) is not directly supported by concluding statement (“it’s a complex and money consuming plan”). Next steps are to expand the conclusion to a concluding section and further support the claim by examining mentor texts in order to provide students with models for future writing.

Evidence/Next steps – Student quotes from three sources. Next steps are to synthesize information by expanding on warrants and underlying assumptions that connect claims with reasons and evidence. Student could practice gathering and integrating both implicit and explicit information. Confer with students prior to drafting essay to assist in synthesizing information prior to writing.

Student B – Level 2

Have you ever wonder what would happen if school day's were extend? Do you dream about it? Wake up it's not a dream any more. What would you say? I would say NO!

Comment [9]: Opinion is stated. W.5.1a

In the article "Lower School Days' May Be Too Much For Some Children, Parent's Say, parents think this is not a good idea. Well I agree. For example, a parent named Chris Gladfelter has a daughter who attends Skinner North. One day she came home and said "I hate school" for the first time. Now we wonder why. There is parent with a son that is always exhausted. She wakes him up at 6:30 A.M, tries to get a bite of breakfast in his mouth before the bus comes at 7:10 A.M. He is physicall exhausted when he comes home. Many parents may have to reschedule everything. Last some kids have to take a long ride (30-45 min) to get to school. Which would make them tried. Also to get home back would be double the time, because they are already tried and a long drive feels so long.

Comment [10]: Uses source but does not directly quote. RI.5.9

The article "Let Teachers Teach" sounds like it sounds like it say's yes but also has it's reason for no. Like a person Like Vern Williams has his doubts about it. He said that "Adding more time to the school day might be appropriate under certain conditions. but I can only think of few," he said. Also many people say it would help but this would help only activities that are focused on learning. So some schools might give it away like an extra recess.

Comment [11]: Paragraphs are organized and highlight one source. W.5.1a
Reasons are not logically ordered. W.5.1b

Comment [12]: Uses source but does not directly quote. RI.5.9

The Last article is What New Research of Extended School Day's Say's. In the article it say's "We can not relie on the school day extending to help U.S. Students in school. Many schools may relie on that, but more time will not help unless you make the best of it. Last that we should step back and think for a moment about this.

Comment [13]: Ineffective transition word. W.5.1c

Comment [14]: Uses source but does not directly quote. RI.5.1, RI.5.9

This is harsh and harder on students. What do you think about extending the school day? Remember that we all need free time!

Comment [15]: Concluding statement is loosely connected to the opinion. W.5.1d

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
OPINION WRITING W.5.1	Limited information on topic Does not state opinion Includes little to no facts for focus Disjointed ideas Organization not well planned	Lacks topic sentence Opinion is not evident Supporting sentences are unclear Includes simple supporting details that follow a logical order Lacks transition words	Paper introduces a topic or text clearly, which states an opinion Paper includes relevant and supporting sentences Organizational structure supports the writer's purpose Provides logically ordered reasons that are supported by facts and details Links opinion and reasons using words, phrases, and clauses Provides a concluding statement or section that is related to the opinion	Meets all expectations set forth in (3) Presents and then refutes opposing point of view Reasons are ordered from least to most compelling Concluding section supports and builds upon the claim
READING RI.5.9	Fails to integrate information from several texts; only uses one source	Minimally integrates information from several sources and/or may integrate information with inaccuracies	Integrates explicit information from several sources to write about the topic knowledgeably	Able to integrate information from several sources and integrates both implicit and explicit information to write about the topic knowledgeably

Evidence/Next Steps – Introduction and conclusion are clear but undeveloped throughout the body of the essay. Next steps are to practice identifying reasons and evidence to further support the claim by examining mentor texts in order to provide students with models for future writing.

Evidence/Next steps – Student references sources but does not quote directly. Next steps are to provide explicit instructions on how to quote directly from sources.

Student C – Level 1

I will state my opinion on the 3 articles I read and including details.

I think parents are right that longer school days be too much for children. I believe that it's too much because kids maybe tired of doing all their work. There has also been some problems with some parents of how they got, to wake their kid up at 6:00 or 6:30 in the morning. Parents also has a problem picking up their kid in the afternoon.

I think if there were longer school days teachers will be paid more the longer they work. If the state test was coming up teachers and students will have more time to teach them and be prepared. For teachers they could also teach students other subjects.

I think Department of Education should not extend school day because there has been some problems over the years. Instead of extending school days to improve school students just work hard. I also think school should not be adding an hour of class time and just leave it the way it is.

That's my opinion for the 3 articles about extending school days for school

Comment [16]: Writing prompt is stated but an opinion is not clearly stated. W.5.1a

Comment [17]: Source not cited or quoted. RI.5.1, RI.5.9

Comment [18]: Source not cited or quoted. RI.5.1, RI.5.9

Comment [19]: This paragraph appears to support longer school days which is in contrast to the paragraphs before and after this one. This could be an emerging awareness of counter claim. However, the student's lack of organization does not make this clear. W.5.1a, b

Comment [20]: Opinion is stated in the concluding paragraph but it is not clear how the previous paragraphs lead to this conclusion. W.5.1d

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
OPINION WRITING W.5.1	<p>Limited information on topic</p> <p>Does not state opinion</p> <p>Includes little to no facts for focus</p> <p>Disjointed ideas</p> <p>Organization not well planned</p>	<p>Lacks topic sentence</p> <p>Opinion is not evident</p> <p>Supporting sentences are unclear</p> <p>Includes simple supporting details that follow a logical order</p> <p>Lacks transition words</p>	<p>Paper introduces a topic or text clearly, which states an opinion</p> <p>Paper includes relevant and supporting sentences</p> <p>Organizational structure supports the writer's purpose</p> <p>Provides logically ordered reasons that are supported by facts and details</p> <p>Links opinion and reasons using words, phrases, and clauses</p> <p>Provides a concluding statement or section that is related to the opinion</p>	<p>Meets all expectations set forth in (3)</p> <p>Presents and then refutes opposing point of view</p> <p>Reasons are ordered from least to most compelling</p> <p>Concluding section supports and builds upon the claim</p>
READING RI.5.9	<p>Fails to integrate information from several texts; only uses one source</p>	<p>Minimally integrates information from several sources and/or may integrate information with inaccuracies</p>	<p>Integrates explicit information from several sources to write about the topic knowledgeably</p>	<p>Able to integrate information from several sources and integrates both implicit and explicit information to write about the topic knowledgeably</p>

Evidence/Next Steps – Introduction does not state a clear opinion. Next steps are to expand the introduction and conclusion sections to further support the claim by examining mentor texts in order to provide students with models for future writing.

Evidence/Next steps – Student does not reference sources and does not quote directly. Next steps are to provide explicit instructions on how to reference and quote directly from sources.

Evidence/Next Steps – Essay lacks organization and structure. Next steps are to confer with student to ensure graphic organizer is complete prior to completing opinion piece.



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INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include a unit outline with formative assessments and suggested learning activities. Teachers may use this unit outline as it is described, integrate parts of it into a currently existing curriculum unit, or use it as a model or checklist for a currently existing unit on a different topic.

Unit Outline

Grade 5 Opinion Writing – Should the School Day Be Longer?

UNIT TOPIC AND LENGTH:

- This unit will engage students in the elements of opinion writing and should take place early in the school year. The lessons presented provide scaffolds and supports for students.

COMMON CORE CONTENT STANDARDS ASSESSED:

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

ADDITIONAL COMMON CORE CONTENT STANDARDS ADDRESSED IN THE UNIT:

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

BIG IDEAS/ENDURING UNDERSTANDINGS:

- An opinion should be substantiated with reasons and details.
- Organizing ideas includes developing logical reasoning to support opinions.
- Authors write opinion pieces for a variety of audiences and purposes.

ESSENTIAL QUESTIONS:

- What is the best evidence that will convince my reader?
- What are effective techniques for organizing and writing an opinion piece?

CONTENT:

STUDENTS WILL KNOW:

- The elements of a opinion piece.
- What it means to state a claim.
- Why it is important to prepare and organize for opinion writing.

SKILLS:

STUDENTS WILL BE ABLE TO:

- Analyze information from multiple texts.
- Quote facts from multiple texts.
- Argue one side of an issue.

VOCABULARY/KEY TERMS:

Opinion Point of View, Opinion, Persuade, Convince, Argue, Debate, Quote

ASSESSMENT EVIDENCE AND ACTIVITIES:**INITIAL ASSESSMENT :****Initial Assessment:**

Read “NYC hears pros, cons on banning large sugary drinks” (*USA Today*, July 24, 2012) whole group/close read.

Day 2:

Instruct students to use information from the article to analyze the pros and cons outlined in the article. What evidence is most convincing?

Day 3:

Instruct students to utilize graphic organizer from Day 2 to write an opinion piece about banning large sugary drinks. Tell students to state an opinion and provide reasons, details, and quotes from the article to support their opinion.

FORMATIVE ASSESSMENTS:**Week 2:**

Formative Assessment: After modeling how to determine author’s point of view and modeling how to complete the note-taking graphic organizer (#1) for one of the articles below, have students complete another graphic organizer independently for the second article below, after reading the article together in class.

“For Us, More Time is Critical”

“Longer School Day May Be Too Much for Some Children, Parents Say”

Week 3:

Formative Assessment: After modeling how to quote from an article, make inferences, and use text-based evidence for one of the articles below, have students complete the graphic organizer (#2) and quote independently for an additional article (choose from list), after reading the article together in class.

“Help for Parents and Society”

“What New Research on Extended School Day Says”

“Let Teachers Teach”

FINAL PERFORMANCE TASK:

OPINION WRITING PERFORMANCE TASK:

Students will use the information from provided newspaper articles to select a point of view and write an essay supporting their opinion. The goal is to persuade the reader to agree with their opinion, by using convincing reasons and evidence from the articles. Students will use the note-taking graphic organizers to gather and organize facts and quotes to support their point of view from two or three articles. Students will use the writing process to complete their work, without peer or teacher support.

LEARNING PLAN & ACTIVITIES:

Grade 5 – Opinion Writing Learning Plan

Support Strategies: For ELL students, scaffolding techniques should be used throughout the unit. These techniques may include teacher modeling, activating prior knowledge using graphic organizers, contextualization and building schema by connecting prior knowledge to new ideas and concepts. For students with disabilities, the IEP or 504 Plan must be implemented throughout the unit, and the program modified accordingly. Instructional materials in alternate formats, such as books on tape, video clips, PowerPoint presentations, etc., can be utilized. All testing accommodations should be given for all assessments. The application of research-based practices, such as hands-on activities, small group interaction, and one-on-one

Initial Assessment:

Day 1:

Read “NYC hears pros, cons on banning large sugary drinks” (*USA Today*, July 24, 2012) whole group/close read. What reasons and evidence in the article are the most convincing?

Day 2:

Instruct students to use information from the article to form an opinion and complete opinion writing graphic organizer.

Day 3:

Instruct students to utilize graphic organizer from Day 2 to write an opinion piece about banning large sugary drinks. Tell students to state an opinion and provide reasons, details, and quotes from the article to support their opinion.

Analyze the student work and use to guide instruction for the following unit on opinion writing.

Listed below is an outline of lessons for the unit. However, lessons may be eliminated, replaced, or supplemented depending upon the results of the initial assessment and prior instruction on opinion writing.

Vocabulary:

Introduce vocabulary prior to reading the articles.

Vocabulary development strategies to be used throughout the unit: Provide students with opportunities to become familiar with the vocabulary introduced in the lesson. Students may maintain a Vocabulary Journal where they record word meanings. They may also complete a graphic organizer based on the Frayer Model (Definition, Characteristics, Example, Non-Example). Teacher should model creating a journal entry and/or completing a Frayer Model organizer. A sample organizer can be found in the supports section of this document.

Week 1:

Mini-lessons:

- What is an opinion piece?
- What is the author's purpose when writing an opinion?
- How do you determine point of view?
- Examine elements of an opinion piece (introduction/stating a claim, reasons, details, evidence, linking opinions and reasons with words and clauses, concluding statement).

Close reading of text together with the students. Model using one of the articles, guided practice using the additional article listed below.

Vocabulary

"Let Students Sleep":

counterproductive
primed
adolescents
pernicious
insufficient
acquisition

"Naps, Recess and the Arts":

essential
frills
rational
components
vital
enhance

Week 2:

Mini-lessons:

- Reading opinion pieces/shared reading to determine author's point of view.

- Note-taking utilizing a graphic organizer.

Formative Assessment: After modeling how to determine author’s point of view and modeling how to complete the note-taking graphic organizer (#1) for one of the articles below, have students complete another graphic organizer independently for the second article below, after reading the article together in class.

Vocabulary

“For Us, More Time is Critical”:

assume
rigorous
affluent
critical
mission
proposal

“Longer School Day May Be Too . . .”

enrichment
allocated
institute
encroach
thrive

Week 3:

Mini-lessons:

- How do you quote from a text?
- How to use text-based evidence to support a claim.
- Making inferences when quoting from a text.

Formative Assessment: After modeling how to quote from an article, make inferences, and use text-based evidence for one of the articles below, have students complete the graphic organizer (#2) and quote independently for an additional article (choose from list below), after reading the article together in class.

Vocabulary

“Help for Parents and Society”:

evidence
discipline
perilous
epidemic
virtually
competitor

“Let Teachers Teach”:

appropriate
expertise
unencumbered
glorified
mute
adequately

“What New Research on Extended School Day Says”:

counterpiece
implementation
non-partisan
sustainable
comprehensive
experiential

Week 4:

(Refer to articles and graphic organizers used in prior weeks to teach these mini-lessons.)

Mini-lessons:

- How to organize information from several texts to support your opinion. (Use Opinion Writing graphic organizer.)
- How to write an engaging beginning to introduce your opinion.
- Using your notes to develop and support your opinions and reasons.
- How to paraphrase vs. plagiarize.
- How to write a conclusion that links ideas and relates to the opinion presented.

Week 5:**Administer Final Task (2–4 Days)**

Day 1: Complete graphic organizer

Day 2: Draft opinion piece

Day 3: Revise and edit

Day 4: Publish

Extension Activity: The following activity can be used as an extension activity:

Debate Project – After completing the opinion essay, students may engage in a debate based on the opinion presented in their written work. This may be done in small groups or as a whole-class activity.

RESOURCES**USA Today**

“NYC hears pros, cons on banning large sugary drinks” (July 24, 2012)

The New York Times Opinion Pages

“Help for Parents and Society” by Geoffrey Canada

“Naps, Recess and the Arts” by Annie Murphy Paul

“Let Teachers Teach” by Vern Williams

“Let Students Sleep” by Mary A. Carskadon

“For Us, More Time is Critical” by Richard Barth

The Washington Post

“What New Research on Extended School Day Says” by Valerie Strauss

The Chicago Tribune

“Longer School Day May Be Too Much for Some Children, Parents Say” by Noreen S. Ahmed-Ullah

Note Taking Organizer #1

Title of Article _____

Author's Point of View – Pro or Con? What are the strongest reasons and evidence?

Reasons	Details from the article
1.	
2.	
3.	
4.	

Note Taking Organizer #2

Title of Article _____

Author's Point of View – Pro or Con? What are the strongest reasons and evidence?

Reasons	Quotes from the article
1.	
2.	
3.	
4.	

Opinion Writing Graphic Organizer

Introduction that includes opinion statement:

Reason:

Fact 1:

Fact 2:

Reason:

Fact 1:

Fact 2:

Reason:

Fact 1:

Fact 2:

Conclusion:

Vocabulary Development

<div>Definition</div>	<div>Characteristics</div>
<div>Word</div>	
<div>Example</div>	<div>Non-Example</div>